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ABSTRACT

This volume presents 10 papers on research and methodology in learning and behavioral disabilities. Papers have the following titles and authors: "Memory Judgments and Allocation of Study Times in Good and Poor Comprehenders" (Ombretta Papetti et al.); "Diagnostic Spelling Analysis Within Curriculum-Based Measurement: Implications for Students with Learning and Behavioral Disabilities" (Lynn S. Fuchs et al.); "Spatial Learning and Instruction of Children with Learning Disabilities" (Frederick J. Brigham); "Aging and Prospective Memory: Basic Findings and Practical Applications" (Mark A. McDaniel and Gilles O. Einstein); "Metacognitive Knowledge, Learning Disorders and Mental Retardation" (Cesare Cornoldi and Renzo Vianello); "Effectiveness and Treatment Validity of Interventions Addressing Self-Injurious Behavior: From Narrative Reviews to Meta-Analysis" (Ralf W. Schlosser and Herbert Goetze); "Learning Difficulties and Memory Problems in Mental Retardation: A Meta-Analysis of Theoretical Perspectives" (Kenneth A. Kavale and Steven R. Forness); "Single Subject Research Methodology in the Study of Learning and Behavioral Disorders: Design, Analysis, and Synthesis" (Thomas E. Scruggs); "The Use of Single Subject Designs in Applied Settings" (Patrick J. Schloss et al.); "Single Subject Research and the Policy Process" (James L. Hamilton and Nancy D. Safer). (DB)

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